

EFFECTIVENESS OF TEACHER EDUCATION PROGRAMMES IN DEVELOPING TEACHING SKILLS FOR SECONDARY LEVEL

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Abstract

The purpose of the study was to evaluate the effectiveness of secondary school teacher education programme in terms of development of selected teaching skills and suggesting ways and means to improve the programme. The population of the study comprised of the pre-service teachers of all the government colleges of education for men and women in Punjab. The sample consisted of 80 out of 975 prospective teachers from two colleges of education Lahore. The observational technique was used. Observations were made by 23 (12 male and 11 female) trained observers using observation scale. Data relevant to five teaching skills were collected and analyzed. It was observed that the teaching skills "Clarity in the classroom", "Variety in the Classroom", and "Task orientation in the Classroom" are exhibited by only twenty percent of the pre-service teachers. However the level of these skills is low even in these pre-service teachers. The skill "Engagement in the classroom" could be developed in only six percent of prospective teachers. The skill, "students' success" was developed in twenty eight percent of these teachers. It was recommended that teaching learning materials of skills may be developed and provided to prospective teachers.

INTRODUCTION

Preparation of teachers for 'effective teaching' needs pedagogical and interpersonal teaching skills. Sharma (2000) is of the view that teachers can play their role effectively only when they are well trained. He criticizes the existing teacher education institutions; which train teachers by using obsolete methods of teaching. Student-teachers learn theoretically, they neither apply effective teaching learning techniques during their own training nor during their teaching. Teaching skills and tactics can be inculcated by effective teacher education programme (Anderson, 1989).

Researches conducted by Deva, Jayamma, Sheny, Roy and Pandey have been reported by Kundu (1988) conclude that in India, the teachers' characteristics such as academic and

professional skills, interest and attitude, personality traits and intelligence are important determinants of students' achievements. Professional skills and interests of teacher are highly correlated with students' achievement. Five of these behaviours have been consistently supported by research studies (Rosenshine & Furst, 1971; Walberg & Haertal, 1990; Good and Brophy, 2004; Borich, 1998). These five behaviours called key behaviours, because they are considered essential for effective teaching. These key behaviours include:

1. Lesson clarity
2. Instructional variety
3. Task orientation
4. Engagement in the learning process
5. Student success

Teacher education and training programmes prepare teachers. Through such enterprises 'teacher understands learning theory, subject matter,

curriculum development, student's development and knows about the application of knowledge' (Cooper, 2003; Moore, 2003 & Aggarwal, 1999). Teacher gets knowledge about what to teach? and how to teach? According to Good & Brophy (2004), there is anticipated to be of realistic use to educators and escort educators who are paying attention in what we originate to be significant in efficient teaching. Teacher training ensures clarity in instruction provided by the teachers. It is shown when a teacher evades imprecise and blurred verbal communication; provide the real and overt examples of content being covered. Teacher education programs are developed to uphold social justice and accountability (Poplin & Rivera, 2005).

Research findings of the studies conducted in Pakistan indicate that level of formal academic education of teachers has positive correlation with the students' achievement, while level of professional education of teachers has no relationship with the students' achievement (Qaisrani, 1989). Students of trained teachers are better performer than the untrained teachers (Farooq & Shahzadi, 2006). These findings raise a very serious question about the effectiveness of teacher education programmes in Pakistan. Smith (2002) argues that a 'class taught by an effective teacher' is full of lively activities, interested and positive oriented children who achieve high standards. There will be low stress and little tension'. There are many variables, which determine the effectiveness of teaching and are positively related to students' achievement. The content, competence, personal characteristics, teaching skills, behaviors, and attitudes are directly related to the achievement of students. The content, competence and

knowledge of pedagogy of trainee teachers is evaluated through the traditional examination system. Teaching skills and behaviours can be evaluated through the observation of trainee teachers in the classroom situation. A little effort has been made to evaluate the development of teaching skills and behaviours through the observation of trainee teachers in the classroom. It is therefore, imperative to evaluate the effectiveness of teacher education programme in terms of the development of selected teaching skills and behaviours to improve the teacher education programme in Pakistan.

METHOD AND PROCEDURE

The main purpose of the study was to evaluate the effectiveness of secondary school teacher education programme in Punjab in developing selected teaching skills and behaviours in the prospective teachers and to determine the level of these skills. Development of skills and behaviour of the graduates can better be evaluated while they were performing the skills and exhibiting the behaviour in the classroom, therefore, classroom observation method was considered the most appropriate for this study. Continuous observation recording method was used for the study.

RESEARCH QUESTIONS

The study was designed to find answers to the following major questions:

1. What level of the teaching skills of '**clarity in teaching**' has been acquired by the teachers i.e. how far the teaching of a teacher is understood by the learners?
2. What level of teaching skill of '**variety in the classroom**' in terms of attention gaining devices, showing enthusiasm and animation through variation in eye contact, voice and gestures, mode of presentation, rewards and reinforces

- and types of questions, has been acquired by the teachers?
3. What level of the teaching skill of '**task orientation in the classroom**' has been acquired by the teachers?
 4. What level of the teaching skill of '**engagement in the classroom**' has been acquired by the teachers?
 5. What level of teaching skill of '**student success**' has been acquired by the teachers?
 6. Is the level of each teaching skill satisfactory?
 7. What are the deficiencies in selected teaching skills of the teachers?

Sample

The prospective teachers of the Colleges/University Departments of Education in the Punjab constituted the population of this study. There were seven institutions in the public sector and one in private sector in Punjab, which runs the B.Ed. programme. The observational research is time consuming activity, therefore large sample is difficult to manage for a single researcher. Further, it may be assumed that most of the public sector institutions are running the same type of programmes (Akbar, 2001). Therefore, sample was selected from the public

sector colleges of education in Lahore. The total enrolment in the two colleges of education in Lahore was 975 per year. A sample of 80 trainees, 40 from College of Education for Men and 40 from college of Education for Women was selected for observation.

DATA COLLECTION AND ANALYSIS

Data were collected through classroom observation. For this purpose researcher has selected 12 male and 11 female observers for classroom observation. All these observers were M.A. Education or completed the requirements of M.A. Education degree. They were given four weeks training for classroom observation. The observational data so collected were scored assigning score 1 to ineffective, score 2 to undecided (observer were advised when they were not find any skill exhibiting in the classroom, then mark undecided) score 3 to ambiguous effective and score 4 to clear effective. In the same way the total scores for each skill and mean for each skill was separately calculated. After this a range was determined to interpret the mean score regarding the effectiveness of skill.

Results : The results of this study are as:

Table: 1 *Analysis of teaching skills*

Sr.	Range	Clarity in the classroom		Variety in the classroom		Task orientation in the classroom		Engagement in the classroom		Students' success	
		f	%	f	%	f	%	f	%	f	%
1	Ineffective 0.5 – 2.5	29	36.25	24	30	24	30	54	67.5	4	5
2	Undecided 2.5 – 3.5	37	46.25	38	47.5	40	50	20	25	14	17.5
3	Ambiguous effective 3.4 – 4.5	13	16.25	16	20	16	20	5	6.25	40	50
4	Clearly effective 4.5 – above	1	1.25	0	0	0	0	1	1.25	22	27.5

Table 1 reveals that on the whole, the skill clarity in the classroom was not exhibited by the majority of pre-service teachers. Only 17.50 percent of pre-service teachers have developed this skill. Only 16 percent of the pre-service teachers have able to exhibit an ambiguous indicator of the skill variety in the classroom. The table also reveals that the indicators of the skill task orientation in the classroom could be observed only in 20 percent of pre-service teachers. It was further observed that these indicators were not very clear. The indicators of the skill engagement in the classroom could be observed in only 6 percent of pre-service teachers. Also the skill students' success was exhibited by a reasonable majority (77 percent) of pre-service teachers.

DISCUSSION

On the basis of data analysis it is evident that skill 'clarity in the classroom' was not exhibited by the majority of pre-service teachers. Only 17.50 percent of pre-service teachers have developed this skill. Only 16 percent of the pre-service teachers have able to exhibit an ambiguous indicator of the skill 'variety in the classroom'. The indicators of the skill 'task orientation in the classroom' could be observed only in 20 percent of pre-service teachers. It was further observed that these indicators were not very clear. The indicators of the skill 'engagement in the classroom' could be observed in only 6 percent of pre-service teachers. The skill 'students' success' was exhibited by a reasonable majority (77 percent) of pre-service teachers.

Furthermore it can be derived that the skill 'clarity in the classroom, was not exhibited by the pupil teachers. This

means that this skill could not be developed in the pre-service teachers. It was therefore, concluded that the skill 'variety in the classroom' could not be developed in the pre-service teachers. It was observed that the skill task orientation in the classroom is developed in pre-service teachers to a reasonable level. No indication of the development of the skill engagement in the classroom was observed in the pre-service teachers. The skill student success was found to be developed to a reasonable level in the pre-service teachers. It was observed that the skills for effective teaching were not clearly developed in majority the pre-service teachers, It is recommended that appropriate Research based experimental editions of the teaching learning materials for pre-service teachers may be developed and after establishing the effectiveness of these materials they may be provided to the pre-service teachers. Arrangements may be made for extensive practice of these skills may be provided to the teacher education institutions for. Further research in the field of skill development be encouraged in the teacher education institutions. Incentives may be provided to the teachers as well as pre-service teachers to conduct research in this field.

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